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INTELLIGENCE PRODUCTION COURSE NO. 12

Chief Instructor's Comments

1. Intelligence Production Course No. 12 (CT Class of January 1965) had 19 students. The course began on 26 April and ended on 18 June 1965, a total of eight weeks.

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2. This second running of the IPC at the eight-week length did not overlap the Intelligence Techniques Course, but it did encounter other difficulties. [REDACTED] was away for all but the last two weeks of the course; [REDACTED] was present only for the first week and the last week of the course; and the Writing Workshops were again in motion.

3. Once again the research time paid off in completed projects for all the students in the course. However, the deadlines do not allow enough time for adequate faculty consultation, review, and editing of the papers and for student revision and rewriting. A request has been submitted for an additional week for the course, with all of the extra time allocated solely to polishing the course reports. The same working and finishing deadlines would be in effect, but more complete and polished products would be expected.

4. Minor pruning in other areas has made possible a modest lengthening of the section of the IPC dealing with the repositories of intelligence information; and a slightly different approach, one which might be labeled "problem-solving", will be adopted. Two reasons for the change are: (1) a desire to place greater stress on the practical use of the Registers and other repositories, on what they contain and how to get at it, as opposed to a mere knowledge of their mission and organization. (2) The idea that the more actively the student participates the better he will learn; and the belief that the CT's have not in the past had enough time during this unit of the course to be "clued in" beforehand as to what they were seeing and, more importantly, not enough time to digest and report on what they have learned.

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The introduction to this unit will be a discussion with the students about what they can expect to see, find, and hear during the almost three days of the unit. Hopefully, this should produce better listening and more intelligent questions as we go along. This introductory hour will also try to tie in the use of these registers with the analytic and collection process. [REDACTED] of OCR and [REDACTED] of OCS will then talk about uses and problems and the future of the information process. [REDACTED] will supplement student reading of his text on the intelligence repositories with brief oral presentations on the major ones in the Agency. This talk will

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be slanted to the concrete uses of these resources by the students both during the course and later as analysts.

The next step will be to assign a problem to each student. These problems will be such as to require them to visit at least two, and in most cases more than two of the registers and other sources in the Agency. The students will be given an afternoon for this research. The third day will be devoted to reporting: during the morning a report on the answer to the problem assigned to them; during the afternoon, a report on the methodology they used, the capabilities of registers they consulted, with comments on the difficulties encountered, opinions on the usefulness of the information, suggestions, etc. This part of the reporting will be in seminar form and we hope to have a representative of each of the repositories present to answer questions, suggest better ways of using their facilities, absorb criticism, and fight back.

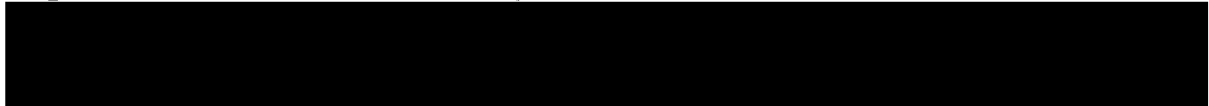
5. This class proved highly capable and exceptionally serious and hard working. The variety and types of course research projects bore these facts out; fewer of the projects were simple descriptive efforts and many of the projects were an effort to relate various activities in different parts of the Agency. The papers showed that the students did good and extensive work, but the general lack of editing and rewriting and the pressure of last minute -- or night -- typing tended to detract from this effort.

6. In terms of performance this group was at or slightly above the average for IPC groups. The over-all grades show one S, three S-, six P+, seven P, and two P-. Some of the lower grades undoubtedly reflect the dedication of some of the young women to the DD/P. In their final test some of them were still trying to interpret DD/I elements in operational terms.

7. The next IP Course will again overlap the ITC, and we will be forced to face the problem of juggling classrooms and instructors. Our previous experience with these problems should pay off, but some conflicts are unavoidable and will be worked out as they arise. Fortunately, the faculty members, the students, and the other elements of OTR have shown a willingness to solve these problems in a most cooperative manner.

8. The major instructional work in IPC No. 12 was done by members of the Intelligence Production Faculty -- Henry

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